

HON 496 – Honors Service-Learning

Course meets Friday from 8:30-11:15 AM or 10 hours service hours with NAMI (where noted)

Instructor:

Office:

Office Hours:

Office Phone:

Email:

Classroom: CBC C231

Course Description

This service-learning course provides students with the resources to better understand and alleviate instances of social injustice regarding mental health in the Las Vegas valley. This class will partner with Southern Nevada's branch of National Alliance on Mental Illness (NAMI). The semester will proceed in three primary phases. First, students will complete readings on the rhetoric of stigma and past efforts to address mental illness. Second, students will conduct a community needs and best possible care assessment. Third, students will integrate the two previous phases while organizing and presenting at a community town hall meeting. Students will also submit a best possible care report to NAMI. Each week students will spend time in class on Fridays from 8:30 – 11:30am, or spend 10 hours a week with NAMI, or some combination of both (e.g., we may have a guest lecturer for an hour on Friday at 9:30, and the hours spent with NAMI will be reduced). Students will need to have their own transportation to and from service-learning locations.

Course Goals

By the end of this semester, students should have the skills and knowledge necessary to

1. Critically examine stigma's role in shaping cultural attitudes toward mental health
2. Track personal implicit biases regarding stigma and mental health
3. Apply best practices and scholarly information from multiple academic disciplines to identify system issues relevant to mental health within the local community
4. Create lasting professional partnerships and a commitment to understanding and considering the unique needs of mental health in Southern Nevada
5. Integrate all relevant course materials and experiences to create a community needs assessment at the end of the semester that evaluates mental health care services and community needs in Southern Nevada

Required Texts

All readings will be available on WebCampus or electronically through the Lied Library. If you do not already use an PDF transcription tool, I highly recommend it. I use Foxit PDF reader, but there other (potentially better) options.

Field Trips

We will be visiting the sites of National Alliance on Mental Illness (NAMI) Southern Nevada, Solutions of Change, and Desert Parkway Behavioral Health Hospital. These dates will be established by the first day of class. More details forthcoming.

Seminar Assignments

Class Participation (10%)

There are four primary forms of participation within this seminar. Completing the reading, engaging the material in class, actively contributing to course discussion, and being attentive participants for our guest speakers. You will also need to come prepared with three questions for each speaker, which I will collect and grade. Students will also be invited to sign a thank you letter for each guest. In my senior level seminars, I generally call on students only when they actively engage the material as I believe they need to be taking initiative at this point in their undergraduate career.

Site Supervisor Evaluation (10%)

Each student will be evaluated during their experience with NAMI by a staff member from the organization. Points will be assigned based on the staff member's assessment of the student's performance within the community organization setting. The areas being assessed include your: professionalism, use of culturally competent language, communication skills, public speaking skills, and level of engagement with clients.

NAMI Special Populations Meetings (10%)

NAMI periodically organizes focus groups—known as Special Populations Meetings—to address the needs of specific community members (for instance, LGBTQ+, Latinx, older adults, refugees, veterans, and so on). Students will be expected to attend one of their Special Populations Meetings in September (date tbd). They will then help coordinate and orchestrate the following focus group.

Reflection Assignments (15% – 2% each except for the final mandatory reflection worth 3%)

Throughout the semester, students will write reflections on the previous week's lesson. Students must complete 7 of the 9 possible reflections. The final reflection, which reflects upon the Community Town Hall event, will be mandatory.

Analyses should weave your reaction to and critical analysis of the course material. You are expected to engage in self-critique, to comment on and/or critique the contributions of course materials, to bring in related narratives from other sources in a critically conscious manner (e.g., comments from friends or family with whom you have discussed the reading), as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, and so on).

Community Needs and Best Possible Care Assessment: (35%)

One of NAMI's primary missions is to ensure that community members receive the mental health support they need. This work involves programs that NAMI runs, as well as their work within the legislative arena shaping laws. Given the dynamic, diverse, and growing population of Las Vegas, this mission requires continual assessment of community needs. Thus, students will work in groups to better understand the quality of mental health care available for specific communities and those

communities' needs in Southern Nevada. This assignment has three primary components: 1) assessing community service providers, 2) surveying target populations, 3) best practices research.

- **Community Service Provider Assessment:** Students will assess available services provided by local service providers, such as hospitals, clinics, or shelters. For instance, what services are available? What services are not being used? We will work together in class to prepare each group to ask appropriate questions.
- **Target Population Survey:** Students will survey target populations to learn directly from them what they understand to be barriers, needs, and opportunities for accessing mental health services.
- **Best Practices Research:** Students will be responsible for researching mental health policies adopted by cities with similar demographics to Las Vegas. The research portion will require each group to submit an annotated bibliography and two drafts of a best possible care report.

- **Annotated Bibliography: (10% of 35%)**

Due October 21. The annotated bibliography requires 10-15 sources. The best annotated bibliographies will contain a mixture of books, journal articles, and newspaper articles. Interviews may also be included, though they are not necessary. Organizational websites may contain useful information to include in an annotated bibliography, but I would run this by me on a case-by-case basis. Generally speaking, students should avoid relying on websites (except to access materials, such as through Google Scholar or library databases). All sources must be cited in proper APA style. Google Purdue Owl and APA for a clear explanation of this citation style.

Please note that an annotated bibliography should not contain a summary of every detail in that particular source. The best annotated bibliography does three things: 1) summarizes the source's main argument or points; 2) highlights how this information is useful to your research; and 3) draws connections between the other sources in your bibliography. These summaries should be about 5–7 sentences long—though there are exceptions.

- **Best Possible Care Report [Preliminary Draft]: (10% of 35%)**

Due Sunday, November 20 at 5 pm. 6-8 pages double spaced. This report will synthesize the group's findings on community service providers in Las Vegas, target populations, and best practices adopted by similar cities. I have avoided calling this an assignment a "rough draft" because I do not want to see anything intentionally rough or sloven about it. Groups will submit a well-polished and thoughtfully composed report, which I will then provide feedback on aspects to improve or expand upon. Groups will be graded on clarity, thoughtfulness, and grammar. This report will require in-text APA citations as well as a bibliography.

- **Best Possible Care Report [Final Draft]: (15% of 35%)**

Due during finals week (tbd). 8-10 pages double spaced. This report will make corrections in light of feedback on the rough draft. A copy of this report will ultimately be submitted to Ashley Floyd and Trey Delap at NAMI. This report will require in-text APA citations as well as a bibliography. Groups will be graded on clarity, thoughtfulness, and grammar.

Community Town Hall (20%)

The semester will culminate in an hour-long community town hall event organized and run by the students. At this town hall, students will present a streamlined explanation of their Best Possible Care Assessment. Each group will be responsible for a 15-20-minute-long extemporaneous presentation using PPT. This presentation will be followed by a 10–15-minute Q&A. Attendees will consist of policy makers, nonprofit workers, and target populations.

Course Policies

Assignments

I will be collecting all your homework online via Canvas. Please submit your homework as a Word .doc or PDF. If I need to ask you to resubmit it because the file is wrong or corrupt, I consider it late. Assignments turned in after the due date will receive a 10% deduction for every DAY (not every class day) they are late.

Attendance

Students are expected to attend each class. That said, I recognize that emergencies and appointments sometimes conflict with our schedules. Thus, students are allowed to miss one class without any grade deductions. Each absence after the one permitted, however, will result in a 3% grade deduction. At four absences (including the one permitted), your final grade will be a D. If you are absent six times (including the one permitted), you will fail the course.

Please note that students who are consistently late to class will also receive a grade deduction—I will consider three “lates” to qualify as an absence. You are considered late if you are not present when I begin taking attendance or the official start time of class, whichever occurs last. If you miss more than half of the class without advance notice and permission, I will consider you absent for the day.

Office Hours

If you need assistance, have questions, or need clarification on an assignment, please feel free to send me an email or catch me after class. Please note that:

- I check my email during work hours, which runs from 9-5 on Mondays through Fridays.
- A response may take 24 hours, but never more than 48 (unless over the weekend).
- **I do not have my phone synced with my school email account.**

Course Evaluation:

Participation	10%
Site Supervisor Evaluation	10%
NAMI Special Populations Meetings	10%
Reflection Assignments	15%
Best Possible Care Assessment	35%
Community Town Hall	20%

Grades will be determined on the following scale

93-100% = A	80-82% = B-	67-69% = D+
90-92% = A-	77-79% = C+	63-66% = D
87-89% = B+	73-76% = C	60-62% = D-
83-86% = B	70-72% = C-	0-59% = F

UNLV Policies

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#), including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow [copyright and fair use requirements](#). You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](#) website. You can also [ask the library staff](#) questions via chat and text message.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](#) webpage.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](#). Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV’s Title IX Coordinator.

You can also report concerns directly using the [online reporting form](#), at, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the [Care Center](#) or 702-895- 0602.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\) website](#), visiting the [YOU@UNLV website](#), you may now call or text 988 or [chat](#) if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](#).

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

Course Schedule

Date	Day	Reading and Work Due
9-2	F	<p>Theme: Establishing a perimeter for stigma of mental illness and our course</p> <p>Class introduction</p> <p>Pescosolido, B. A. (2013). The public stigma of mental illness: what do we think; what do we know; what can we prove? <i>Journal of Health and Social Behavior</i>, 54(1), 1-21.</p> <p>LOCATION: Full of class time at UNLV (8:30-11:15)</p>
9-9	F	<p>Theme: Grappling with Goffman's <i>Stigma</i></p> <p>Selections from Goffman's <i>Stigma</i></p> <p>Full of class time at UNLV (8:30-11:15)</p>
9-16	F	<p>Theme: Lessons Learned in the Fight Against Stigma</p> <p>Stuart H. L. Arboleda-Flórez J & Sartorius N. (2012). <i>Paradigms lost: fighting stigma and the lessons learned</i>. Oxford University Press.</p> <ul style="list-style-type: none"> • Chapter 1 "Intro" [p. 3-16] • Chapter 13 "Summary of Part One" [p. 125-132] <p>Have students select from other chapters to teach the class.</p> <p>Guest speaker: Lyndsi Pace</p> <p>LOCATION: Full of class time at UNLV (8:30-11:15)</p>
9-23	F	<p>Theme: Historic Perspectives on Stigma and Rhetorical Disability</p> <p>Barton, E. L. (2001). "Textual practices of erasure: representations of disability and the founding of the United Way." In Wilson J. C. & Lewiecki-Wilson C. (Eds.), <i>Embodied rhetorics: disability in language and culture</i> (pp. 169–199). Southern Illinois University Press.</p> <p>Johnson, J. (2010). The skeleton on the couch: The Eagleton affair, rhetorical disability, and the stigma of mental illness. <i>Rhetoric Society Quarterly</i>, 40(5), 459-478.</p> <p>LOCATION: Full of class time at UNLV (8:30-11:15)</p>
9-30	F	<p>Theme: Initiating On-site Engagement with NAMI</p> <p>Target start for on-site at NAMI</p> <p>NAMI Volunteer Orientation, Shadowing, Background and Skills Inventory, Project Overview, and Staff Shadowing</p> <p>LOCATION: Full of class time at NAMI Facility (8:30-11:15)</p>

Date	Day	Reading and Work Due
10-7	F	<p>Theme: Solutions to Stigmatizing Language in Medicine, Policy, and Scholarship</p> <p>Jensen, M. E., Pease, E. A., Lambert, K., Hickman, D. R., Robinson, O., McCoy, K. T., ... & King, J. K. (2013). Championing person-first language: a call to psychiatric mental health nurses. <i>Journal of the American Psychiatric Nurses Association</i>, 19(3), 146-151.</p> <p>Scholten, W., Simon, O., Maremmanni, I., Wells, C., Kelly, J. F., Hämmig, R., & Radbruch, L. (2017). Access to treatment with controlled medicines rationale and recommendations for neutral, precise, and respectful language. <i>Public Health</i>, 153, 147-153.</p> <p>Broyles, L.M., Binswanger, I.A., Jenkins, J.A., Finnell, D.S., Faseru, B., Cavaola, A., Pugatch, M. and Gordon, A.J., 2014. Confronting inadvertent stigma and pejorative language in addiction scholarship: a recognition and response. <i>Substance Abuse</i>, 35(3), 217-221.</p> <p>Guest speaker: Trey Delap on Policy Change in the Legislative Arena</p> <p>LOCATION: Full of class time at UNLV (8:30-11:15)</p>
10-14	F	<p>Theme: Lesson on Composing Annotated Bibliography & Report</p> <p>No reading. Come prepared to discuss one source you are contributing to your group's annotated bibliography</p> <p>LOCATION: Partial use of class time at UNLV (10-11:15)/ 5 hours onsite community engagement</p>
10-21	F	<p>Theme: Fieldtrip to Southern Nevada Provider</p> <p>Annotated Bibliography Due</p> <p>LOCATION: TBD</p>
10-28	F	<p><i>No Class: Nevada Day Recess</i></p> <p>LOCATION: 5 hours onsite community engagement</p>
11-4	F	<p>Theme: TBD</p> <p>Guest speaker: TBD</p> <p>Reading: TBD, but related to guest speaker</p> <p>LOCATION: Partial use of class time at UNLV (10-11:15)/ 5 hours onsite community engagement</p>
11-11	F	<p><i>No Class: Veterans Day Recess</i></p> <p>LOCATION: 5 hours onsite community engagement</p>

Date	Day	Reading and Work Due
11-18	F	Preliminary Draft of Best Possible Care Report Due by Sunday, November 20 at 5pm <i>No Class: Prof Blankfield away at conference</i> LOCATION: 10 hours onsite community engagement
11-25	F	<i>No Class: Thanksgiving Day Recess</i>
12-2	F	Community Town Hall Rehearsal & Final Prep LOCATION: TBD
12-9	F	Community Town Hall LOCATION: TBD
12-16	F	Final Draft of Best Possible Care Report due by noon. <i>No Class: Finals Week</i>